DOCUMENT RESUME

ED 452 620 EC 308 377

TITLE Report on the Post School Status of Former Special Education Students in the Big Five Cities.

INSTITUTION New York State Education Dept., Albany. Office of Vocational and Educational Services for Individuals with Disabilities.

PUB DATE 1999-01-21

NOTE 21p.

AVAILABLE FROM New York State Education Dept., Office of Vocational and Educational Services for Individuals with Disabilities, Rm. 1613, One Commerce Plaza, Albany, NY 12234; e-mail: VESIDSPE@mail.nysed.gov; Web site: http://web.nysed.gov/vesid.

PUB TYPE Reports - Research (143)

EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS *College Attendance; *Disabilities; Educational Planning; Elementary Secondary Education; *Employment; Higher Education; *Independent Living; *Outcomes of Education; Program Effectiveness; Program Evaluation; Special Education; *Transitional Programs; Young Adults

IDENTIFIERS New York

ABSTRACT

This report provides updated information on how transition policies for New York students with disabilities are being implemented in Buffalo, New York City, Rochester, Syracuse, and Yonkers. It summarizes the findings about former students' post-school employment, postsecondary education, and community living status, and identifies the program components, including transition planning, that contributed to their success. A Post School Indicators Survey was given to 1,037 former students who were in special education programs and a reference group of 217 former general education students. Results indicate: (1) 62 percent of former students who were in special education either were working or attending postsecondary education; (2) slightly more than one-third of former special education students were working in paid competitive jobs in the community; (3) former special education students participated in postsecondary education half as often as did the reference group from general education; and (4) former special education students who reported that planning for transition helped them show better outcomes on four factors: completion of high school diplomas, transition to postsecondary education, employment, or day program alternative, connection to adult services, and preparedness for community living, working, and postsecondary education. (CR)

Reproductions supplied by EDRS are the best that can be made from the original document.

EC

ED 452 620

NEW YORK
THE STATE OF LEARNING

THE STATE EDUCATION DEPARTMENT/THE UNIVERSITY OF THE STATE OF NEW YORK/ALBANY, NY 12234

DEPUTY COMMISSIONER FOR VOCATIONAL AND EDUCATIONAL SERVICES FOR INDIVIDUALS WITH DISABILITIES

January 21, 1999

Item for Discussion (Policy Implementation)

To: The Honorable the Members of the Board of Regents Committee on Vocational and Educational Services for Individuals with Disabilities

Subject: Report on the Post School Status of Former Special Education Students in the Big Five Cities

The attached report provides updated information on how transition policies are being implemented in the Big Five cities. Attachments I and II compare the findings with previously collected data for a statewide sample of special education students.

This is the first of two reports. The second report will be presented next month and will discuss additional data on transition and the policy implications of the data presented here.

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Respectfully submitted,

Lawrence C. Gloeckler

Attachments
Approved:

Levay

Jan 14, 1999

VESID (D) 2.1 and attachment (2/99)

BEST COPY AVAILABLE

EC 308377

THE POST SCHOOL STATUS OF FORMER SPECIAL EDUCATION STUDENTS IN THE BIG FIVE CITIES

Executive Summary

This report is the first of two reports. It summarizes the findings about former students' post school employment, postsecondary education and community living status and identifies the program components, including transition planning, that contributed to their success. This information is unique nationally and was gathered because of a lack of current information. The second report will follow next month and will discuss additional data on transition and the policy implications of the data.

Beginning in 1990, transition planning and services became required components of the Individualized Education Program for all secondary special education students. A five-year systems change grant (1991 through 1996) enabled the Office of Vocational and Educational Services for Individuals with Disabilities (VESID) to provide direct technical assistance and training to 123,000 individuals representing students, families, educators, postsecondary programs, employers, and community and State agency personnel. VESID reported on transition implementation several times during this period. The most recent report was on the findings of the 1996 Post School Indicators Survey that was conducted with 720 former special education students statewide.

The subject of this report is a Post School Indicators Survey that was conducted in 1997 through personal interviews with former special education students from the Big Five Cities of Buffalo, New York, Rochester, Syracuse and Yonkers. In 1997, the year after they left school, 1,037 former special education students and a reference group of 217 nondisabled students from general education were contacted. It is important to note that the intent was not to do a full comparison of special and general education. A small number of general education students are included to serve only as a reference point in interpreting the data obtained from the special education students.

The following are highlights of the information learned about these former students in the Big Five Cities the year after they left school:

- Sixty-two percent of former special education students either were working or attending postsecondary education. An additional nine percent were attending day training or day treatment.

- Slightly more than one third of the former special education students (38 percent) were working in paid competitive jobs in the community. Competitively employed former students most often were working part-time (53 percent), and earning more than just the minimum wage (57 percent). Having a paid or unpaid work experience while in high school contributed to obtaining a post school job more often, working more continuously, and earning more per hour.

- Former special education students participated in postsecondary education half as often as did the reference group from general education (27 percent and 56 percent,

respectively) even when they received the same type of high school diploma (Regents or local) as did the reference group.

- Most former special education students (83 percent) live with their parents or immediate family, which is similar to the reference group (76 percent).

- Former special education students who reported that planning for transition helped them showed better outcomes on four factors: (1) completion of high school diplomas; (2) transition to postsecondary education, employment or day program alternatives; (3) connection to adult services; and (4) preparedness for community living, working and postsecondary education.

REPORT ON THE POST SCHOOL STATUS OF FORMER SPECIAL EDUCATION STUDENTS IN THE BIG FIVE CITIES

Context

Ongoing research into the status of individuals with disabilities after school exit indicates that unless students with disabilities obtain the academic, career and interpersonal skills necessary to strive for the same goals as their nondisabled peers, they continue to be destined for limited opportunities for living, learning, and earning beyond their high school years.[1] For this reason, the Individuals with Disabilities Education Act (1990) includes preparing all children with disabilities for employment and independent living and requires transition planning and services as integral components of the Individualized Education Program (IEP).

In New York State, transition policy requires that schools collaborate with students, families and community agencies to consider the long-term, post school implications of the education provided to students with disabilities. Opportunities must then be incorporated in secondary programs to enable each student with a disability to develop the skills needed for success in post school life. Specific interagency agreements emphasize collaborative planning with other major agencies, postsecondary education programs and the State vocational rehabilitation program. The agreements are intended to provide for a seamless transition to post school employment, postsecondary education and community living.

The student population from the Big Five City school districts is a major portion of New York State students served in grades K-12. The Big Five City school districts are all high need/low resource districts, negatively impacting on the ability of all students to reach high learning standards, complete high school with a diploma and successfully enter postsecondary opportunities. The needs assessment conducted in developing the State Improvement Grant led to the conclusion that, "Fewer students with disabilities from the high need districts earn high school diplomas or have positive aspirations for postsecondary outcomes."(page 32)[2]

The 1997 Post School Indicators Survey

The 1997 Post School Indicators (PSI) survey was conducted with 1,037 former special education students from the Big Five City schools of New York State (i.e., Buffalo, New York, Rochester, Syracuse and Yonkers) who have been out of school for a year. The purposes of the post school interviews were to (1) obtain information about the real life results for students educated in the most urban settings of New York State, and (2) determine the critical programmatic indicators, including transition planning, that may have

---

[1] *Seventeenth Annual Report to Congress on the Implementation of The Individuals with Disabilities Education Act*, (Washington, D.C.: U.S. Education Department, 1995).
Valdes, K., Williamson, C. and Wagner, M. *The National Longitudinal Transition Study of Special Education Students, Statistical Almanac, Volume 1: Overview*, (Menlo Park, CA: SRI International, July 1990).
1998 National Organization on Disability/Harris Survey of Americans with Disabilities, (New York: Louis Harris and Associates, 1998).

[2] Section B, "Needs" in the *New York State Improvement Plan, State Improvement Grant*,(New York: New York State Education Department Office of Vocational and Educational Services for Individuals with Disabilities, October 1, 1998.), pp.8-32.

contributed to student success. This information will guide the State in making improvements in the educational planning process and provide information to the participating school districts in considering how to improve program results.

Several charts in this report compare findings for former special education students from the Big Five with data for "Reference Group." To assist in interpreting the results for students with disabilities, a small reference sample of 217 former general education students was surveyed from the Big Four cities of Buffalo, Rochester, Syracuse and Yonkers. In New York City, general education students were not sampled due to logistical difficulties in locating these students a year after school exit. The reference group is not intended to represent a definitive analysis of general education, but to provide a context to understand the importance of findings for special education students.

Methods and Participants

The sample of 1,037 former special education students interviewed represents 13 percent of all 8,118 former special education students who exited in school year 1995-96 from the Big Five City school districts. Structured interviews were completed by telephone or in person with participating former students, or their designee when a student could not directly participate. The participants in the Big Five City survey conducted in 1997 were representative of all disabilities, reasons for exit and educational settings. A significant proportion (69 percent) of students surveyed were Black, Hispanic, Asian or Native American youth with disabilities.

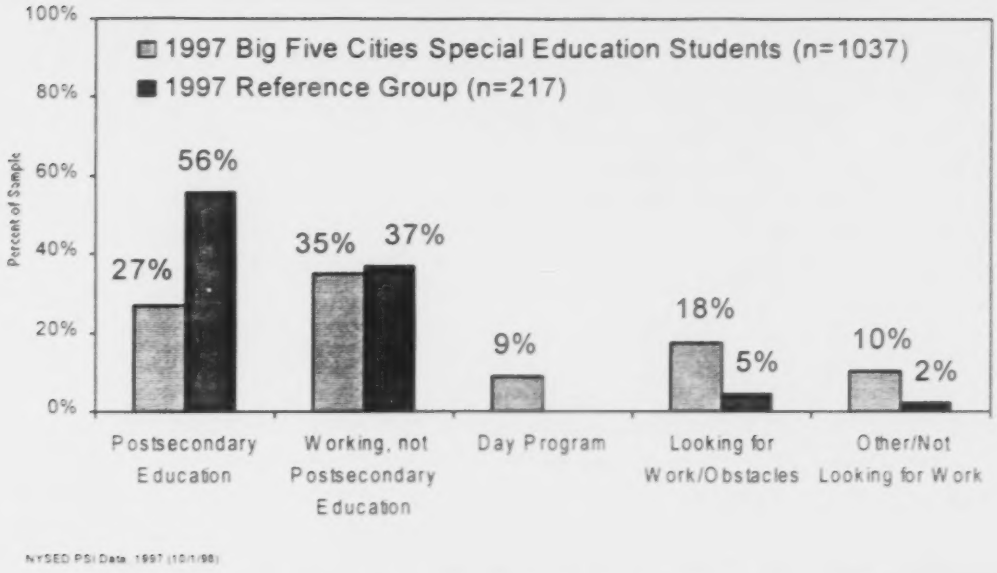
Overview: Post School Status

The focus of transition services, as specified in the Individuals with Disabilities Education Act and the Rehabilitation Act, is to prepare young people with disabilities for adult life, specifically for employment, continued learning in postsecondary education and community living. Among the 1,037 former Big Five Cities special education students who were interviewed in 1997:

- 35 percent were working but not attending postsecondary education;
- 27 percent were attending postsecondary education programs (vocational, technical, college, or university program); one third of these postsecondary students were also working; and
- 83 percent were living with their parents or immediate family.

The special education students surveyed in 1997 were working at about the same rate, attending postsecondary education less often, and seeking work to a greater extent than were the reference group. They were attending postsecondary education, employed or attending day programs at a rate of 71 percent, as compared with the reference group, who had transitioned to these settings at a rate of 93 percent. See Figure 1.

Figure 1. Post School Status



NYSED PSI Data 1997 (10/1/98)

The following sections report the statewide findings in greater detail for employment, postsecondary education and community living.

EMPLOYMENT

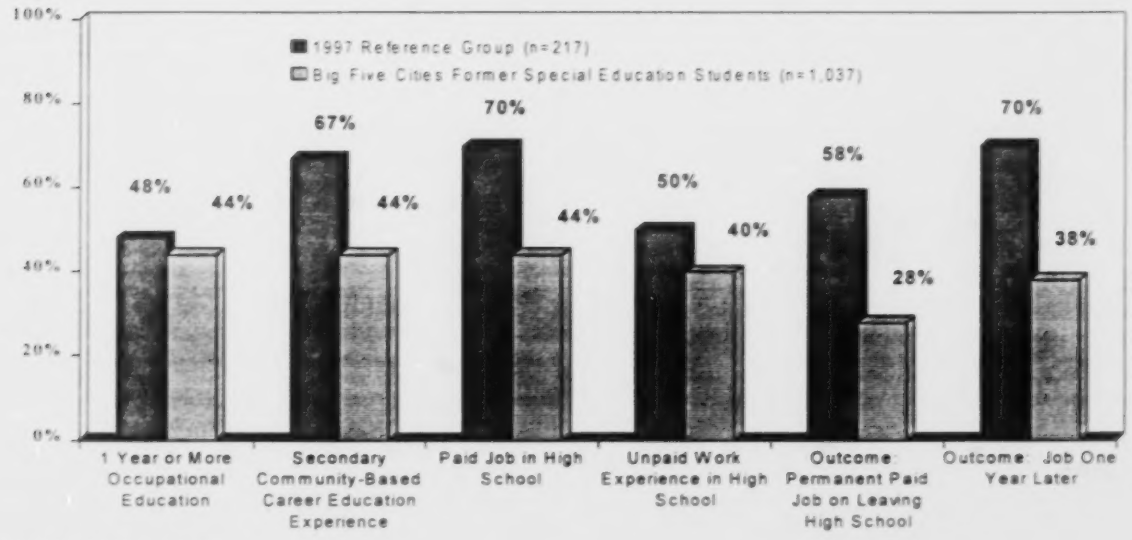
WORKING CONDITIONS: Individuals who were working at the time of the interview include those attending postsecondary education while working and those working but not attending postsecondary education. The majority of these former special education students who were working held paid, competitive jobs (85 percent), primarily in clerical or sales occupations or service occupations such as food and beverage services or building maintenance services.

- On the positive side, competitively employed former students with disabilities were:
  - Earning above the minimum wage (57 percent);
  - Happy with their job (75 percent); and,
  - Employed continuously all or most of the time since exiting school (57 percent).
- Areas of concern include that competitively employed special education students were:
  - Working part-time, i.e., less than 37.5 hours/week (53 percent);
  - Receiving paid leave benefits for 38 percent of the time;
  - Receiving health insurance benefits 25 percent of the time; and,
  - Working at unskilled jobs (69 percent).

PREPARATION FOR EMPLOYMENT: In addition to greater participation in general education curriculum to improve the academic achievement necessary for competing successfully in the labor market of the future, students' career preparation may include training in specific occupations and overall awareness of workplace expectations. Such additional opportunities for career learning may include specific occupational education course sequences and community-based career education experiences such as School to Work, job shadowing, Cooperative Education, Special Education Community Based Instruction; and paid or volunteer work experiences.

- Figure 2 shows that students with disabilities from the Big Five City school districts participated less often in career preparation activities during high school and transitioned to employment less often than did the reference group.

Figure 2. Career Preparation Options & Outcomes



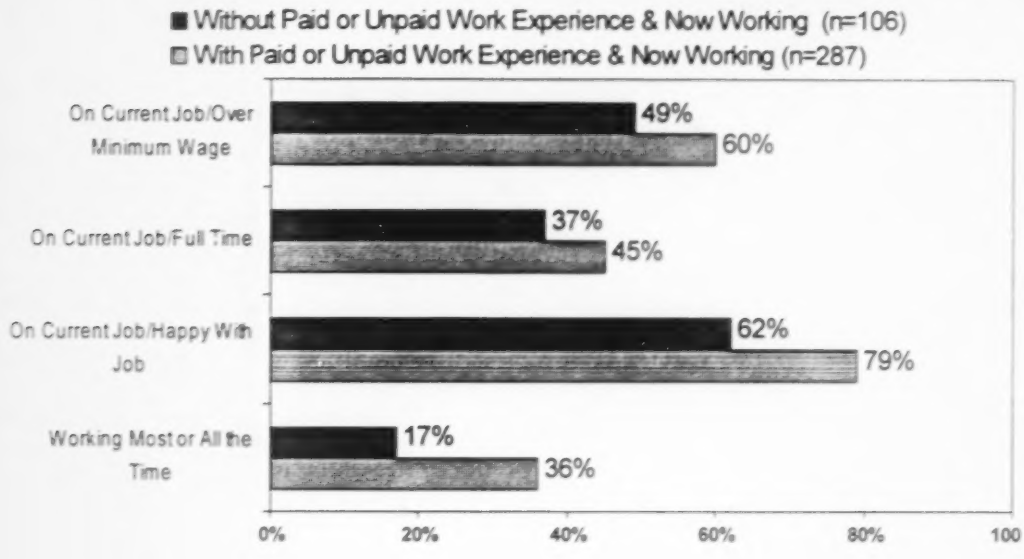
ESID PSI 1997 (10/1/98)

- 42 percent of former special education students who participated in any of the career preparation options were competitively employed a year after exiting school, as compared with 27 percent of former special education students who participated in no career preparation options.

- Figure 3 shows that having either paid or unpaid work experience during high school contributed to higher wages, more frequent employment, more continuous post school employment and being happier with the job. This finding is consistent with the 1996 Post School Indicators findings.

- Having a paid work experience was especially valuable. Students who reported having a paid work experience while attending high school were competitively employed a year after school exit at a much higher rate (51 percent) than students who did not report having such experiences (28 percent).

Figure 3. Impact on Level of Employment of Paid or Unpaid Work Experience During High School for Big Five Cities Special Education Students



NYSED PSI Data, 1997 (10/1/98)

FINDING JOBS: Former students who were competitively employed at the time of the 1997 interviews reported finding their jobs in slightly different ways from the reference group. Students with disabilities who were successful in finding community employment relied more often on their special education teachers than their vocational education teachers and more often on community rehabilitation resources than on the community employment networks used by the reference group. All students relied heavily on themselves, family and friends for assistance in connecting with jobs.

STILL LOOKING FOR WORK: Compared with the reference group, nearly four times as many former special education students from the Big Five Cities were still looking for work a year after school exit (5 percent versus 18 percent, respectively).

- Among former special education students who had exited by dropping out, approximately one in three was still looking for work (36 percent) versus nearly one in five of all students with disabilities (18 percent).

- 80 percent of those students with disabilities still looking for work were minorities, compared with 69 percent of all students with disabilities who were minorities.

- Former special education students who were still looking for work could find jobs but not keep them. Data show that 25 percent worked at and lost one job during the year and 21 percent worked at and lost two to four jobs during the preceding year.

- 26 percent of the former special education students who were still looking for work felt that neither high school staff nor high school programs had been helpful in preparing them to succeed in life.

- Former special education students who were still looking for work were asked what schools could do to best prepare students to succeed in life. Their top three recommendations were to allow or help a student to find a job and work for school credit; make classes more practical and useful to students' lives; and help students address personal and other problems.

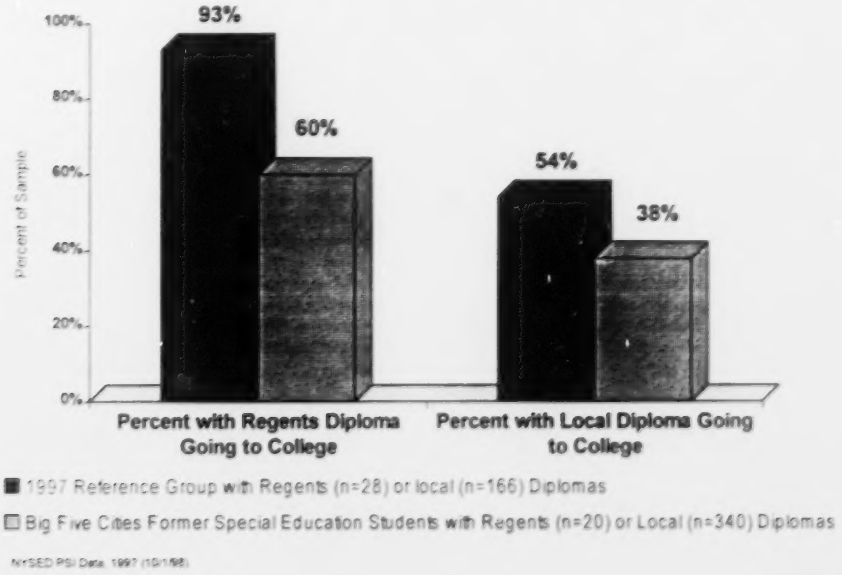
POSTSECONDARY EDUCATION

At the time of their interviews, former special education students from the Big Five City school districts attended postsecondary education programs half as often as the reference group (27 percent and 56 percent, respectively). Postsecondary highlights include the following:

- Former special education students used postsecondary programs for different purposes than did the reference group. In comparison to the postsecondary programs attended by the reference group, the postsecondary education programs of students with disabilities less frequently were full or part time college programs (65 percent versus 88 percent) and more frequently were vocational training programs (19 percent versus 8 percent).

- Even when students with disabilities achieved a Regents or local high school diploma, fewer transitioned to college programs full-time in comparison to the reference group (15 percent versus 54 percent, respectively). See Figure 4.

Figure 4. Transitions to 2 - and 4 - Year College Programs by Type of Diploma



N=SED PSI Data, 1997 (10/1/98)

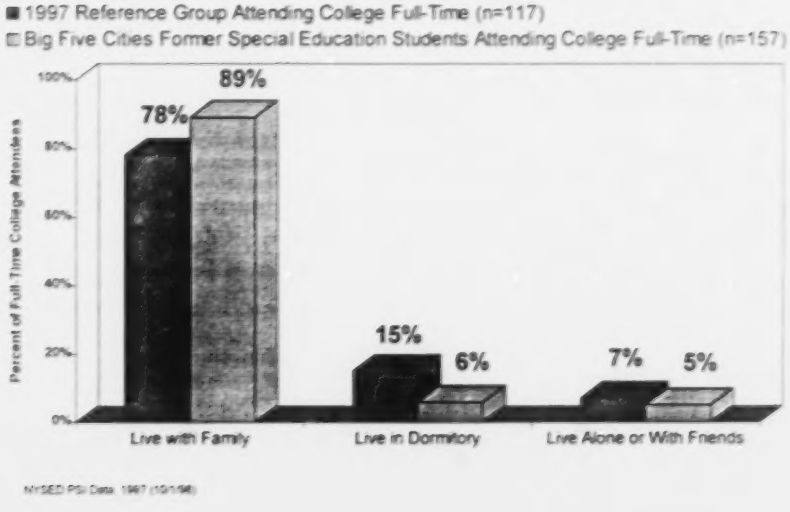
- Former special education and the reference group students attending 2- or 4-year college programs full-time similarly expressed that they did not feel 100 percent

prepared to complete critical tasks expected of successful college students. Full-time college students with disabilities consistently felt less well prepared than did the reference group. The biggest gaps were in academic skills for making oral presentations and learning and using math and in study skills for using computers and technology as required for coursework. Attachment II displays the details of these findings.

- Colleges provide academic support services to assist those students who feel that they need additional help with completing assignments. Academic support services may assist students who have problems with the reading, writing, math, public speaking or study skills required in their courses. More college students with disabilities used academic support services (63 percent versus 36 percent of the reference group).

- Figure 5 shows the community living status of former special education students who were attending college full-time. Students with disabilities were living at home more often and in the dormitory less often than did the reference group.

Figure 5. Community Living Status of Urban Students Attending 2 - & 4 - Year College Full-Time

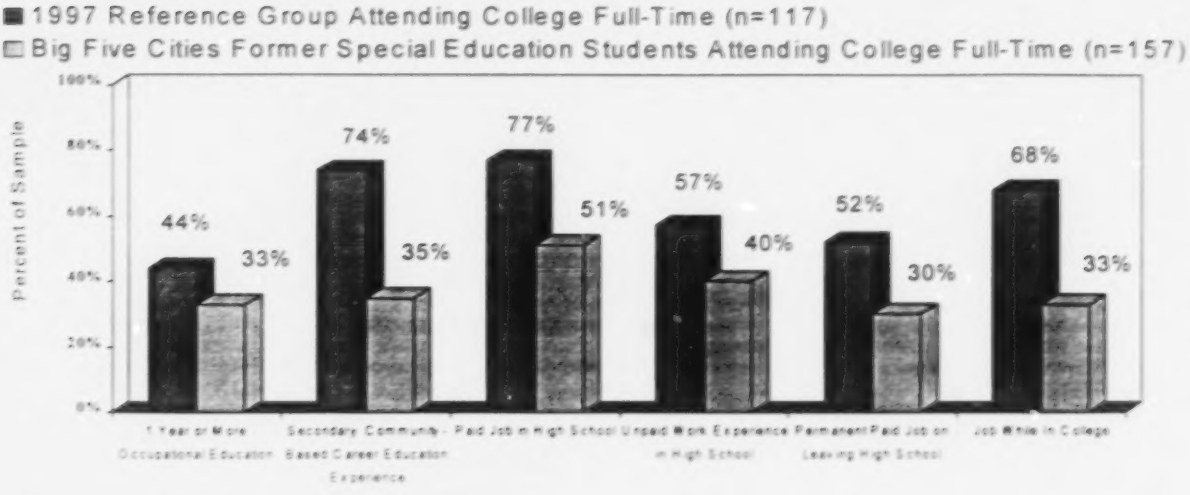


NYSED PSI Data 1997 (10/1/98)

- The former special education students from the Big Five Cities who were in college full-time limited their choices of college majors more than did the reference group. Almost two-thirds (60 percent) of college students with disabilities majored in five areas of study (Computer Science, Liberal Arts, Business, Fine Arts, Education). In contrast, 60 percent of college students from the reference group are distributed across eleven major areas of study [Computer Science, Liberal Arts, Business, Education, Pre-Medicine, Pre-Law, Allied Health Services (Nursing, Physical Therapy), Social Science, Engineering, Construction, and Protective Services].

- Prior to entering college, students with disabilities had fewer career preparation experiences to refine their goals than did the reference group. See Figure 6.

Figure 6. Career Preparation & Outcomes for Urban Students Attending 2 - & 4 - Year Colleges Full-Time



NYSED PSI Data, 1997 (10/1/98)

COMMUNITY LIVING STATUS

The community living status of former special education students from the Big Five Cities was similar to that of the reference group. When interviewed a year after leaving school, the differences were slight, especially for students with disabilities who had been educated in less restrictive, integrated classrooms. Findings in relation to post school community living are as follows:

- A year after exiting school, 83 percent of former special education students were living with their families, while 76 percent of the reference group were living with their families.

- The reference group students more often socialized with their friends (37 percent) than with their families (32 percent). Similarly, former special education students from integrated educational placements socialized more often with their friends (35 percent) than their families (31 percent). In contrast, former special education students from separate educational settings socialized more often with their family members (44 percent) than with friends (32 percent).

- Former special education students most often spent free time enjoying home entertainment such as reading or television (19 percent) compared to the reference group (14 percent). The frequency of spending time in home entertainment was higher for former special education students from separate educational settings (21 percent) than for former special education students from integrated educational placements (16 percent).

TRAVELLING INDEPENDENTLY: In spite of living in the State's most urban communities where accessible public transportation is generally available, and in spite of a high frequency of public benefits available to the former students, 11 percent of the former special education students in all cities reported that they could not travel when they wanted or needed to go somewhere. Only two percent of the reference group reported this problem.

- Most of the former students with disabilities who reported travelling problems had been educated in separate settings (86 percent); had received an Individualized Education Program diploma (63 percent); or, aged out of their secondary programs (8 percent). They more often had developmental disabilities, including mental retardation (35 percent), multiple disabilities (21 percent) and autism (10 percent).

- The top two reported reasons for having problems travelling included medical/disability (40 percent) and not knowing how to travel (30 percent).

- Most of these former students with travelling problems lived with their families (73 percent) or in group homes or supervised apartments (16 percent) and were attending day programs (45 percent) or sheltered employment (6 percent).

USES OF COMMUNITY AGENCY SUPPORTS AND SERVICES: Once the student leaves secondary education, the responsibility of the Committee on Special Education ends for multidisciplinary service planning. The Committee on Special Education and its subcommittees, such as the School-Based Support Team in New York City, have a critical role in helping students before they leave school to identify and connect with appropriate community agencies and services. If these connections are not made, former special education students are at a great disadvantage in finding needed assistance. Determining if connections to services are made appropriately depends on the purpose of the service.

- Two-thirds (66 percent) of former special education students from the Big Five Cities were connected to at least one community agency program.

- The community agency programs most frequently accessed were Medicaid/Medicare (46 percent); Social Security (38 percent); Vocational Rehabilitation (23 percent); the New York State Office of Mental Retardation and Developmental Disabilities (15 percent); the county Department of Social Services (13 percent); community or religious groups (11 percent) or mental health counseling (8%).

- Relatively few former special education students were connected with either the county employment services of the Job Training Act (3 percent) or the New York State Job Service (3 percent). This finding has implications for the implementation of the Workforce Investment Act, which will use these community employment resources as basic components of the one-stop employment centers that are envisioned. Additional outreach to exiting youth with disabilities will be needed to increase access.

- Among former special education students from the Big Five Cities, 23 percent were using vocational rehabilitation services (from NYS VESID or the NYS Commission for the Blind and Visually Handicapped). Among the 184 former special education students still looking for work, only 27 percent were using vocational rehabilitation services.

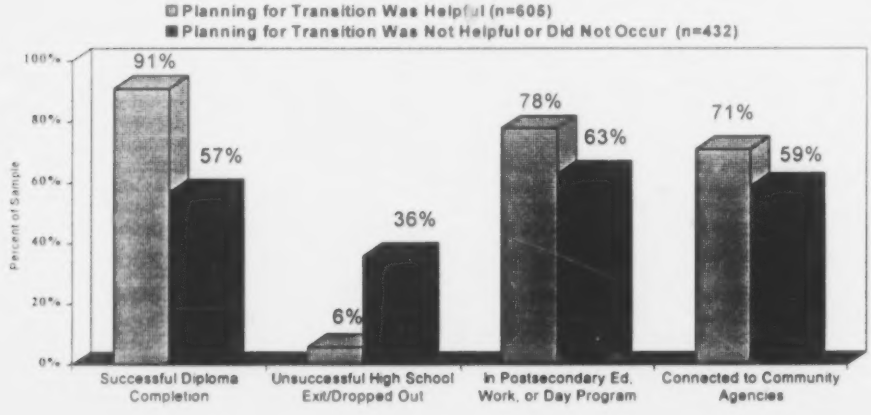
- Connections to independent living centers were reported by students only two percent of the time in this sample, even though most students lived at home and 11 percent had problems with travel in the community. Students in this group have the most severe disabilities and would be considered likely candidates for independent living services.

TRANSITION PLANNING

In discussing the transition planning process, former students were asked whether someone from their school helped them plan what they would do in the future after leaving school. Since this discussion is required to happen at least annually as part of the IEP planning process over a five- to seven-year period, the expected response is that all special education students would say that such planning occurred. A follow-up question asked former students how helpful they found the planning activity: i.e., a lot, a little or not at all.

- When former special education students from the Big Five Cities reported that planning for transition was helpful, the data indicate the following transition results: (1) more successful diploma completions; (2) lower drop out rate; (3) a higher rate of successful transitions to postsecondary education, employment or day program alternatives; and, (4) more frequent connections to adult services. See Figure 8.

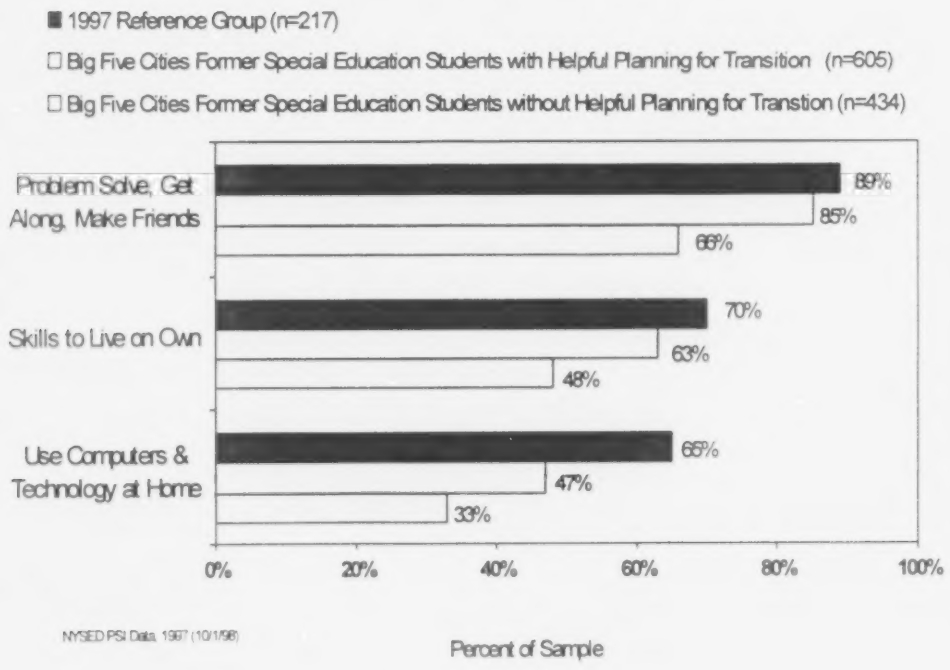
Figure 8. Impact of Planning on Urban Former Special Education Students



NYSED VESID PSI: 1997 (10/01/98)

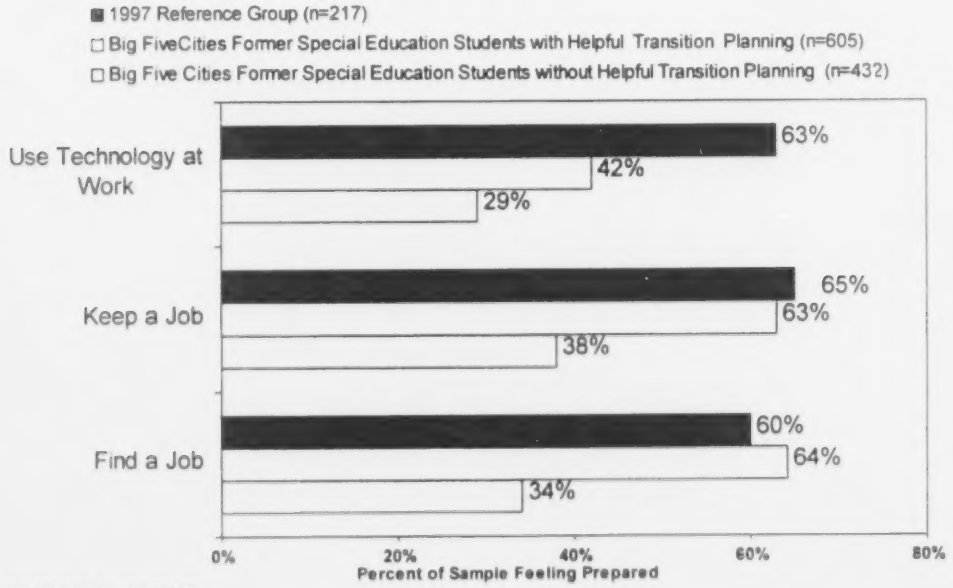
- When former special education students were asked how well high school prepared them for critical community living, working and postsecondary education tasks, they consistently reported feeling less well prepared than did the reference group. The data show that, with helpful planning for transition, special education students felt better prepared for community living, employment and postsecondary education. See Figures 9a, 9b and 9c.

Figure 9a. Preparation for Community Living



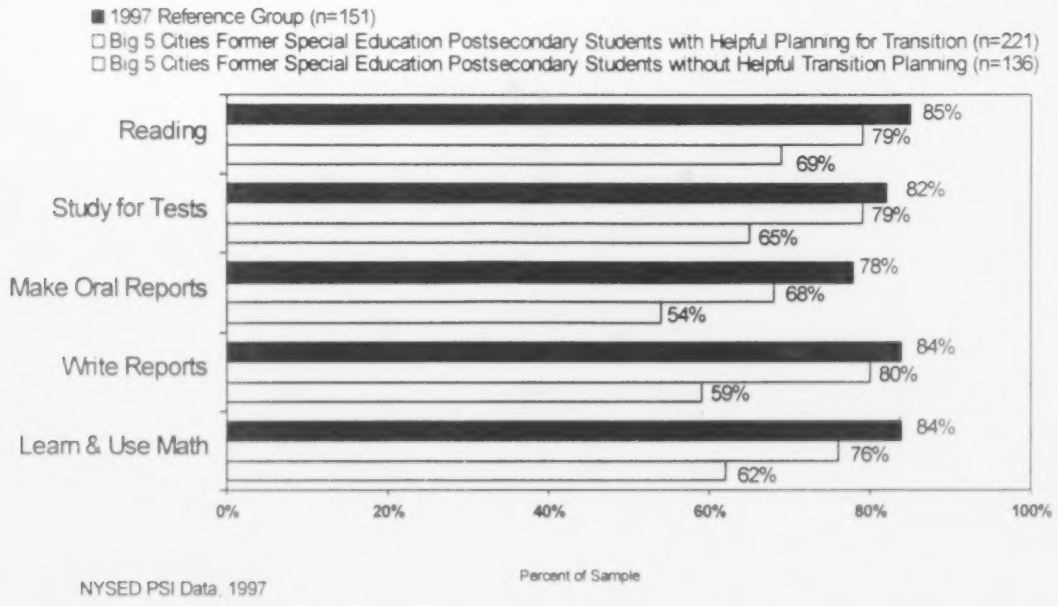
NYSED PSI Data, 1997 (10/1/98)

Figure 9b. Helpfulness of High School Preparation for Career Tasks



NYSED VESID PSI 1997 (10/1/98)

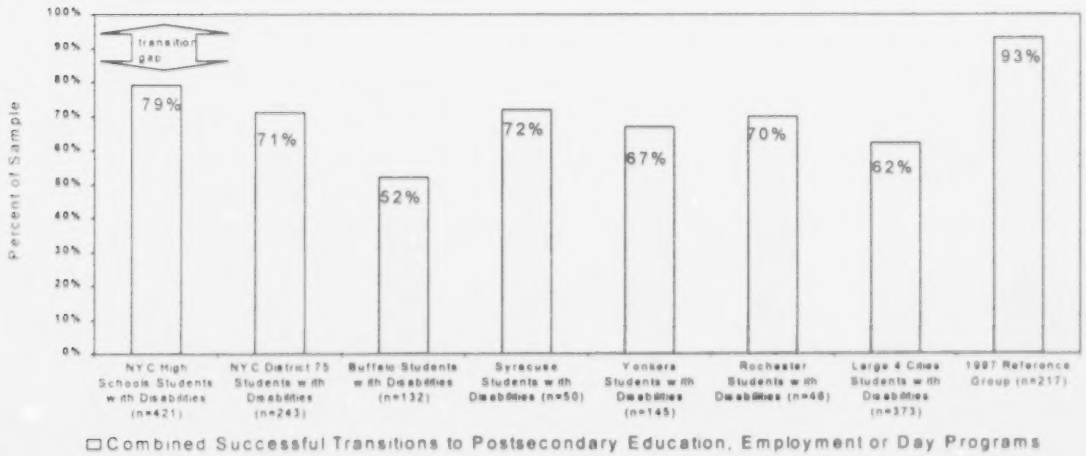
Figure 9c. Preparation for Postsecondary Study



NYSED PSI Data, 1997

- There were differences across the Big Five Cities in how often students successfully transitioned to postsecondary education, employment or day program alternatives. The transitioning process in Rochester and Yonkers appeared to have particular strengths in assisting students to transition to employment, while in New York City and Syracuse there appeared to be strengths in transitioning students to postsecondary education. See Figure 10.

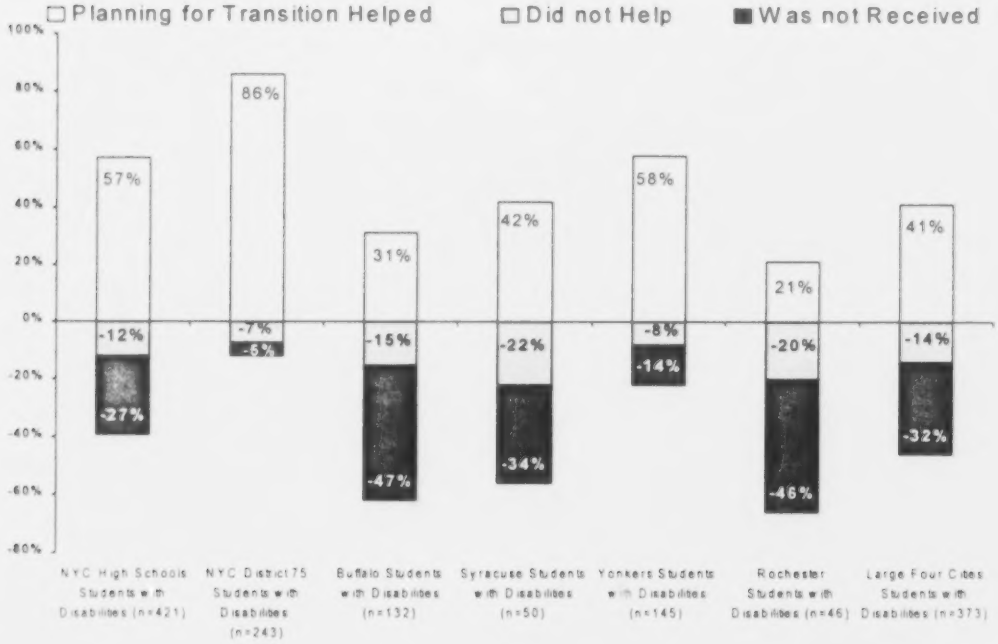
Figure 10. Post School Status - Successful Transitions



NYSED PSI Data 1997

- There were differences across cities in the degree to which former students reported that planning for transition was helpful. In Figure 11, the part of the column above the line indicates that planning for transition was helpful. The parts of the column below the line indicate either that planning for transition was received but not helpful or was not received at all.

Figure 11. Reported Helpfulness to Students of Planning for Transition



NYSED PSI Data 1997

Note: The difference between the sum of columns shown and 100% represents students who did not respond to this question. (i.e., in NYC High Schools, 4 % of students did not respond to this question.)

Conclusions

Findings from the Big Five Cities are consistent with findings from the 1996 statewide survey in that: (a) there is a 20 percent gap between the successful transitions made by former special education students and the reference group of general education students; (b) many fewer special education students transition to college programs full-time; and, (c) fewer special education students participate in career preparation while more remain looking for work. (See Attachment I)

Critical issues for the Big Five Cities include the following:

- There are major differences across the Big Five Cities in terms of the types of transitions achieved and the availability and helpfulness of transition planning and services.

BEST COPY AVAILABLE

- Travelling independently is a problem for 11 percent of the students in all cities in spite of the availability of transportation.

- More career preparation opportunities could help to improve employment transitions.

- There is less than expected involvement with Independent Living Centers (2 percent) and with vocational rehabilitation services (23 percent). There is special concern for former students who are still looking for work.

- An emerging issue is that students with disabilities do not feel well prepared to use computers and technology at work (37 percent), home (41 percent) and in postsecondary settings (57 percent). Labor market projections from the Federal Bureau of Labor Statistics indicate that the fastest growing, highest paid jobs in the year 2006 will be in the professional occupations that require computer literacy 60 percent of the time. The proportion of all occupations using computers as a basic work tool has doubled during the past decade and is expected to continue to grow.

- Minority students with disabilities reported that planning for transition was helpful to them to the same degree as did other students with disabilities. Sixty percent of Black students, 62 percent of Hispanic students and 58 percent of all other students reported that planning for transition was helpful.

- However, Black and Hispanic former special education students more often are still looking for employment (23 percent and 17 percent, respectively, versus 12 percent for all other special education students). This is consistent with national employment figures that show greater unemployment rates for minority individuals with disabilities. Discussion of this issue will be included in next month's report.

Next Steps

Next month, the Board of Regents will discuss policy recommendations in relation to these findings and related data. The outcome of the discussion will be to improve the availability and quality of transition planning and services statewide. It will address identified gaps in the Big Five Cities and statewide and the establishment of closer working relationships between special education and vocational rehabilitation services.

ATTACHMENT I. COMPARISONS BETWEEN 1996 AND 1997 DATA

The first Post School Indicators (PSI) survey was conducted in New York State in 1996. It reported the transition experiences of 720 former special education students and a reference group of 289 former general education students from all regions of New York State. Results were documented in several reports published and disseminated by the New York State Education Department

The 1997 Big Five City findings are similar to the 1996 statewide results, suggesting that, systemwide, students with disabilities do not transition successfully as often as do their general education peers. Data also suggest that transition planning and services are not available to all students in all locations, especially in the five largest school districts in the State. The following table summarizes specific points of comparison:

Comparisons Between 1996 and 1997 Data				
Transition Factor	**1996 Students with Disabilities in PSI Survey (Statewide)**	**1996 Gap Compared with General Education Reference Group**	**1997 Students with Disabilities in PSI Survey (Big Five)**	**1997 Gap Compared with General Education Reference Group**
Transition to Successful Status One Year After School Exit (Postsecondary Education, Work or Day Program Alternative)	70%	21%	71%	22%
Students with Disabilities Looking for Work One Year after School Exit	19%	14%	18%	13%
Living Independently of Family One Year After School Exit	21%	11%	17%	7%
Transition to 2- or 4-Year College Full-time	16%	43%	15%	39%
Transition Planning Helped	75%	n.a.	59%	n.a.
Transition Planning Not Helpful	13%	n.a.	12%	n.a.
Transition Planning Not Received	12%	n.a.	24%	n.a.
Preparation of All Students to...				
Find a Job	60%	0%	52%	8%
Keep a Job	68%	5%	52%	13%
Get Along with Others	85%	2%	77%	12%
Preparation of Postsecondary Students (college, vocational and other) for postsecondary assignments in:				
Reading	63%	5%	75%	10%
Math	54%	10%	71%	13%
Writing	57%	13%	72%	12%

Specific comparisons of the findings indicate that:

- Statewide and in the Big Five Cities, students with disabilities had similar rates of successful outcomes and a similar gap of 20 percent in comparison to the reference groups of general education students who also were interviewed.

BEST COPY AVAILABLE

- Former special education students statewide and in the Big Five Cities had similar needs for assistance in looking for work.

- Former special education students in the Big Five Cities less often lived independently of their families, and were similar to the reference group in this regard.

- Former special education students statewide and in the Big Five Cities transitioned at a similar rate to college programs full-time, which was much less often than the reference groups.

- Planning for transition was more frequently helpful to former special education students in the 1996 statewide sample than it was to former students in the Big Five Cities sample.

- Compared with the statewide sample of former special education students, help in planning for transition was available much less often to former special education students from the Big Five Cities.

- A greater number of former special education students from the Big Five Cities reported that they were less prepared to find a job, keep a job and get along with others in comparison to the reference group.

- Former special education students from the Big Five Cities who participated in postsecondary education reported being better prepared on reading, math and writing assignments than did former special education students from the statewide sample.

- The gaps in preparation for postsecondary tasks were similar for both samples of statewide and Big Five City former special education students.

ATTACHMENT II. PREPARATION FOR FULL-TIME COLLEGE PARTICIPATION

Former special education students from the Big Five Cities were interviewed in 1997, a year after exiting school, to determine their post school status. Students with disabilities who had attempted postsecondary education were asked if they felt their high school experiences had prepared them with the skills to perform five academic tasks and six study tasks that are typically demanded of postsecondary education students. Table B focuses on how well prepared former special education students attending college full-time felt in comparison to the reference group of general education peers.

Preparation for Postsecondary Study Among Full-Time College Attendees: Big Five Cities Former Special Education and Reference Group Students One Year After High School Exit

Postsecondary Skill	Former Special Education Students Going to College Full-Time (n=157)	Reference Group Students Going to College Full-Time (n=117)	1997 Difference
Academic:			
Read and Understand Material	82%	88%	6%
Read Amount Required	75%	78%	3%
Give Oral Presentations	70%	80%	10%
Write Reports	82%	85%	3%
Learn and Use Math	75%	85%	10%
Study Skill:			
Take Class Notes	74%	82%	12%
Study for Tests	80%	83%	3%
Use Library and Internet for Research	73%	74%	1%
Answer Questions in Class	84%	90%	6%
Write Essays on Exams	82%	90%	8%
Use Computers and Technology	62%	77%	15%

Specific comparisons of the data indicate that:

- Neither special education students nor the reference group felt fully prepared for college assignments.
- Big Five City former special education students attending college programs full-time felt least well-prepared for giving oral presentations and learning and using math.
- Big Five City former special education students attending college programs full-time felt least well-prepared to use computers and technology as part of their courses of study and to take class notes.

BEST COPY AVAILABLE